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JOURNAL OF EDUCATION

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MARCH 20, 1933

Explaining the Money Crisis

BY THE EDITOR

The Minneapolis Meeting

As Viewed by

DAVID J. MALCOLM

Grist from Minneapolis Thought-Mills

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JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to February, 1933, by ALBERT E. WINSHIP

ANSON W. BELDING, Editor

ISOBEL R. LAY, Managing Editor

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Broader Horizons

Minneapolis wins the centre of the stage in this number, of course. A meeting of the Department of Superintendence of the N. E. A. is always of major import in the making and remaking of pedagogic policies and procedures. At Minneapolis there were exceptional problems to be considered. Rays of sunlight were brought to a focus by this conference. Burning messages were spoken.

David Malcolm reports "The Minneapolis Meeting" in an interesting, comprehensive fashion. Persons who were present will wish to compare his size-up of the affair with their own. Others will gain a faithful impression of this historic "council of defence."

•

The gist of the "Grist From Many Thought-Mills" has been set down in these pages; lest some of the most striking utterances of education's foremost spokesmen be forgotten or misremembered.

•

The American people and the world are still rubbing their eyes over the near-catastrophe in this nation's banking. The newspapers have been full of it since the morning of March 4. Yet few people probably understand just what happened or why. Pupils are asking their teachers, and teachers are asking their principals and others. "Explaining the Money Crisis" has been written by our editor to assist in clearing up the mystery for those who are still puzzled.

•

From Minneapolis and from many other quarters we have been hearing that the schools must come to close grips with life; must no longer remain aloof, as some of them have done, from the events of a rapidly changing world; a world which has planked itself down upon the front doorstep of every one, and must be admitted. Journal of Education is fortunate in having an editor whose background of journalistic writing and thinking for the daily press has prepared him to help broaden school horizons. His article in this number is only a beginning. Other interpretations and summaries are around the corner.

THE PUBLISHERS

NEW — NEW — NEW — NEW — NEW

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JOURNAL OF EDUCATION

Editorials

Admit Something!

EDUCATION is undergoing a severe strain. Wolves in sheeps' clothing are attacking it. But a greater danger than these enemies create is likely to arise from educators themselves through just one cause — namely, smugness or complacency.

Education in recent years has been put upon the defensive. Schoolmen have little experience in defensive strategy. They have been busy trying to keep up with popular demands for more and better education. Now that part of the public has turned about and is asking why the schools do this and that — the same question, by the way, which the public is asking about many other things besides the schools — educators have difficulty in framing their replies.

Can it be true that education has made no mistakes; that it has done nothing extravagant or with ill-considered purpose?

Or if anything like that has been done in the name of education, must the whole blame be put upon politicians?

Even if we sincerely believe the profession to be blameless, we ought — for the sake of argument, or better still for the sake of appearing human — to admit a few spots where we might have done better. Conceding a point here and there to an opponent partially disarms him. It shows we mean to be reasonable. It wins the admiration of bystanders.

• • •

To Bisect a College

VARIOUS university presidents have drawn attention to the fact that too many years are demanded in preparation for a professional career.

Junior colleges have been springing into being in many parts of the country—colleges which, for many of their students, are the terminals of formal schooling.

Some of the traditional four-year colleges, not yet grown to universities, are beginning to wonder what their own status will be a few years hence.

In the meantime President Robert M. Hutchins, of the University of Chicago, has launched a significant experiment. First, he reduced his college department to two years. Next, he reached down into the university's high school and annexed the upper two years to his college. The result is a four-year college, two years lower down the scale, so far as student age level is concerned.

The University of Chicago, under the leadership of President Hutchins, has made other changes along with this, but this particular change is one of the most radical.

Are we to witness a general scrapping of the old lines separating secondary schools from colleges, and a new demarkation between colleges and universities?

Will the colleges absorb portions of the high schools—or will the high schools assume the rank of colleges? Perhaps these two phenomena will occur side by side.

If natural lines are to be stressed instead of those drawn by custom, the line between the sophomore and the junior year of college is a sharper division than almost any other in the intellectual development of youth. Moreover, the feeling grows that a student who has gone that far in his formal schooling should have rounded out a general education, or, in many instances, should have gained the needful equipment for a vocation such as business.

• • •

Success to Stetson

IN calling to the pilot house for the coming year Paul C. Stetson, of Indianapolis, the Department of Superintendence not only does honor to Mr. Stetson, but does well by itself. The new president has rare gifts of personality and leadership. He has managed schools and city school systems successfully in three states—Michigan, Ohio and now Indiana. He has been assiduous in solving the problems of school administration. It was he, incidentally, who suggested the theme for the Minneapolis meeting. He is qualified to choose a theme for next February's conclave, and to build an intensely helpful program around it.

He has been doing things purposefully and well in education for various local communities. He will apply his same energies and qualities to the important national job which has been given him to do by unanimous vote of leaders from all the states.

Success to President Stetson!

Explaining the Money Crisis

By ANSON W. BELDING

SOON we may be glad that the banks of the country got into a jam and had to be closed. Such occurrences are disagreeable, but disagreeable things are sometimes beneficial.

Before the bank holidays began in New York and elsewhere on the memorable fourth of March, a committee of the United States Senate had been calling a number of experts into conference. Alfred E. Smith, in particular, had advised the government to act as if there were a war emergency. The difficulty of following Smith's advice at that moment was—that everybody did not yet know there was an emergency. The sudden clamping of the lid upon the banks of the country shocked every one at a vital point—the pocket nerve. Even a war does not hit all of us so swiftly. The public now has waked up to the need of wise, concerted action. At last the boat has tipped over, and the nation must either sink or swim. It's going to swim!

Millions of Americans are still rubbing their eyes over what has happened. They had never given much thought to the financial machinery which is so important to their daily lives and the business of every community.

Few persons realized, for example, that our whole system of buying and selling—including the selling of services for salary or wages—is based principally upon confidence. To be sure there has been widespread knowledge that much dealing is done on credit; and those who stop to think what that means quickly discover that it is the same thing as faith or confidence.

But there is a general confusion between money and wealth. Money—especially in its commonest form, paper bills—is not wealth, but a ticket to wealth.

Checks Help Out

Now the truth of the matter is—and it has come home with astounding force to many of us—that the supply of money with which the people transact their business is so small as to be quite unequal to the demands, were it not supplemented by vast quantities of currency of another sort—namely, checks. A check is not money, of course. It is only an order to one's bank to pay money to so-and-so from one's account in that bank. And in most cases the checks are deposited and the banks do not pay out the money until later.

In ordinary times, when people go about their work without fear of any financial upset, and when everyone has faith in the banks as guardians of their money, the banks are able to count upon the public not calling for their deposited money all at once. Thus the banks can lend out at interest three-quarters or more of the funds entrusted to their care. This is the way banks make their profits, and it is the way business men and firms obtain temporary capital on which to do business.

The banks for a long while have known that the public was skittish, and for this reason the banks had been holding unusually large portions of their deposits in liquid form—that is, in cash or government bonds which could be sold for cash at short notice. Many of the banks have been more than fifty per cent. liquid.

When the public is anxious and fearful, it exaggerates every rumor, and is tremendously frightened at any sign of weakness in the banking system.

Why Banks Were Closed

A big blow at public confidence in banks was delivered a few weeks ago (in mid-February) when a large bank in Detroit fell into trouble, and threatened to drag other Michigan banks in after it. Governor Cummings of Michigan promptly declared a bank holiday of eight days to prevent a general run on the banks and to allow time for straightening things out.

A run on a bank is not merely something which the bank itself fears and may break down under. It is manifestly an injustice to those who stay out of the run and have to take what is left after the bank is closed and its affairs are wound up, or unwound, under government direction.

Michigan was not the first of the states to declare a bank moratorium. And it certainly was not the last. Other states felt obliged to follow Michigan's example, and by the third of March the banks of some twenty-three states were either closed or operating under limitations. Meantime the scandalous activities of one of New York's largest banks had been disclosed in Washington.

The night before inauguration of President Roosevelt, officials learned that the Governor of the State of New York had decided to close the banks of that great state for two days. The lack of confidence had at length struck the financial centre of the nation. So linked are New York's banks with banks in every part of the country

and the world that this event made virtually necessary the closing of all banks throughout the nation.

Massachusetts banks, for example, were in exceptionally sound condition, but they could not safely be kept open while those of New York were closed. The money would have been drained out of Massachusetts in quick order. Some depositors would have drawn their money to sell at a profit in other parts of the country.

The two-day holiday proclaimed by various Governors for March 4 and 6 was extended by President Roosevelt.

Emergency Money

Restricted use of checks and fearborn hoarding of cash made it imperative that some sort of emergency money be provided. Immediately there was talk of "scrip," and movements began for issuing this strange-sounding substitute for money.

Scrip is not put out directly by the money-issuing authority—the federal government—for then it would be money. Scrip might be printed and paid out by some municipality, or by some banking group—such as a clearing house association.

The scrip idea was quickly dropped for something better: "real money," in familiar form, issued by Federal Reserve Banks and government-printed, under an emergency act authorizing such increase of the currency. This would be good everywhere in the United States, and would be in less danger of counterfeiting than scrip.

The Kinds of Currency

We like to think of our monetary system as based upon gold, and for some years past it has been so based. No one had any trouble obtaining gold pieces for bills from any bank at any time.

But if one examines paper money closely, several different kinds are discovered. The different kinds are marked by different wording on the face and by a distinctive color of the seal.

Many bills, especially in small denominations, are marked "silver certificate." These are warehouse certificates, indicating that silver dollars of like amount have been stored away in United States treasury vaults, and that the holder of a silver certificate may have the silver dollars any time he asks for them. Usually there is ten times as much money out in silver certificates as in silver dollars.

Some of our bills are "gold certificates." These, too, are warehouse receipts, exchangeable for gold which has actually been deposited, and is held by the government for the owners of these gold certificates. Many people were holding gold and gold certificates out of the banks before the banks closed.

Other forms of money are: United States notes, redeemable in gold at the United States Treasury; National Bank notes, not directly backed by gold but by government bonds; and Federal Reserve notes, backed by forty per cent. gold, and certain approved securities. The last-named notes are exchangeable for gold at the United States Treasury, and are more in use than any other kind of money in the United States.

Two other kinds of bills may also be encountered, though rarely. These are the Treasury Certificates of 1890 and the Federal Reserve *Bank* notes.

Some gold coin circulates all the time, but ordinarily there is as much money in small silver, nickel and copper coins going from hand to hand as the amount of coined gold doing similar duty.

Silver money has been kept on an equal footing with gold merely by the willingness of the government at all times to treat them equally.

Thus we see that our monetary structure is an inverted pyramid, based upon gold and silver and certain securities, and—most important of all—confidence.

Hoarders Are Slackers

Only as confidence is restored can the nation continue to do business.

And what we are beginning to perceive now is—that individuals who commit wrongful or selfish acts tending to destroy faith in banks and other institutions are a menace to the safety and well-being of all. They may, unless curbed, pull down the house upon themselves and all the rest of us.

"Hoarding" is an ugly word—denoting the action of hiding money for one's self. Hoarding is blamed for the drain upon bank reserves, which brought on the closing of those institutions. But of course the breakdown of banking in many of the states had a tendency to cause withdrawals from the banks in the stronger states. So hoarding was not exclusively to blame.

But hoarding is a vicious practice. It is resorted to by the ignorant and by those who care so much for their little selves they are willing to wreck banks and bring ruin to thousands of other people.

Probably by the time this is printed, most of the shattered confidence in banks will have been neatly mended.

The very fact that an emergency has been recognized by our State and Federal lawmaking bodies and by the public generally, makes for united action—the sort that wins a war. And it may be that this bump on the head was all the public needed to bring it to its senses, and start it pulling itself out of the silly old depression. Let us hope so!

The Minneapolis Meeting

By DAVID J. MALCOLM

Charlemont, Mass.

THE Minneapolis meeting of the Department of Superintendence of 1933 will go down in history less as a great convention than as a great council of defence. Meeting after meeting echoed the spirit of those famous words of the Duke of Wellington at Waterloo, when as the battle front loomed near, he shouted: "Stand up, Guards!"

It was not in a spirit of conflict nor with the excitement of battle burning in their hearts that 4,000 delegates assembled in the great prairie city, but rather as men and women charged with a sacred duty, struggling against the forces of a terrible economic depression, made still more horrible by blind leadership. They came from the west and from the east, from the south and from the north, from great metropolises, and from unsung rural villages, to pool common interests and to learn how best to protect the very foundations of our civilization, the educational system of the nation.

Minneapolis proved a delightful city in which to hold the convention. Hotel rates were unusually attractive, food prices exceptionally low, accommodations excellent, and hospitality most generous. A splendid municipal auditorium adjacent to the hotel section of the city offered facilities for lectures and exhibition within easy reach of all in a manner seldom equaled at any convention held by this department during the last decade. And to cap the climax of an ideal situation, perfect weather, as only spring on the prairies, with its soft Chinook winds and spacious skies of cloudless azure can be, rounded out a week of meetings that brought forth new pleasures and new values with each new moment of the day.

The convention proper opened officially Sunday afternoon when at the auditorium of the University of Minnesota President Lotus D. Coffman of the University delivered his address of "Welcome to the Northwest," following which a sacred concert by St. Olaf's Lutheran choir of St. Olaf College, Northfield, Minnesota, thrilled the audience with an hour of music, the equal of which it has never been our privilege to hear.

With a ringing challenge President Coffman sounded the keynote of the week, when he said: "Those of us who have been attending the sessions of the Department of Superintendence for thirty years are impressed by the fact that we have never met under more difficult circumstances than we are meeting now. We have never met when there was greater need for wisdom than now. We have never met when we felt the responsibilities of our calling more than we do now. The right to a free education, which has been the birthright of every American child, is being jeopardized. Millions of youth are wondering what tomorrow's sun may bring. They are looking for some group to lead them out of the darkness in which they find themselves; they know that political leadership of the world failed to avert the world war; that the economic leadership failed to avert the breakdown of the financial structure; and now they are asking whether the educational leadership will prove as helpless in its task and responsibility as the political and economic leadership has proven.

"Nature is still bounteous and genius still exists, but we are unwilling to follow it. Through lack of confidence in some we have deflated all our supermen. Equally, if not more unfortunate, is the disaster that is befalling the schools of this country. On every hand we see the doors of opportunity being closed. *They must be reopened.*

"Most teachers are standing by manfully and faithfully and they will continue to do so. Yet they see dangerous influences at work, not the least of which is an opinion that speaks gleefully of every depressing effect it can bring to bear upon public education. Let this meeting mark the beginning of a new era, when the leaders of American education go once again among the people preaching the gospel that the strength of a democracy resides in the trained intelligence of the people."

As the echoing applause following President Coffman's address faded, the curtain slowly rose and upon the stage there filed fifty young men and women to present the greatest musical event of the week, and with them was the famous leader, F. Melius Christiansen, known the world over for his achievements in the development of Nordic, and more especially Norwegian, music. In a program of simple, sacred songs that was delightfully suitable for the occasion, the St. Olaf's choir held breathless the vast audience that packed the auditorium to its very doors, and when Miss Gertrude Boe Overby, the soprano soloist, stepped forward for her part, her silver voice brought tears of emotion streaming down the cheeks of countless listeners. It was the aesthetic high point of the convention, and when delegates returned to their various hotels they were convinced that regardless of how the remainder of the week developed, their trip

to Minneapolis would not be in vain.

A simple memorial tribute to the beloved memory of the late Dr. Albert Winship, who for almost the first time in more than half a century was missing from the ranks of those present, was paid by Superintendent Milton C. Potter, of Milwaukee, president of the Department of Superintendence, at the opening of this first session of the week. Superintendent Potter described how at Atlanta only last summer he and Dr. Winship walked together by the sea, and how the doctor in his characteristic manner pointed to bits of floating bark, and discussed fearlessly that long journey which lies ahead of all of us.

Later in the week other organizations paid tribute to the memory of Dr. Winship, among which was the gathering of New England men, when at their annual New England breakfast they realized with renewed emphasis the loss of their great leader, and an expression of sympathy was dispatched to the members of Dr. Winship's family.

Monday's program consisted of a series of papers any one of which contained material enough to make the day worthwhile. Beginning with an address by Harley L. Lutz, professor of public finance, Princeton University, early in the forenoon, and continuing until late into the evening there was not a dull moment in the entire day.

Taking as his topic, "The Imminence of Social Change, the Impact of Technology on a Price System of Production," Howard Scott of Technocracy fame delivered a notable address in which he enumerated countless economic and industrial achievements and concluded by stating: "That is the problem facing this country today, the combination of increasing debt and increasing unemployment. What road are we to take? Technocracy as a research organization does not say. We do not know. Our problem is one of delineating and stating the data of the physical functioning of the North American Continent for the past century and comparing it with other continental areas of the world's surface. We have tried to present the problems raised by energy factors in modern social mechanism, and we leave you with these problems."

He ended his address by adding: "Change is coming whether we like it or not; whether we assist it or not. The youths of today are the adults of tomorrow. They will hold us with the responsibility, and may God have mercy on your souls."

Probably the greatest speech in defence of education delivered during the week was that of Dr. Glenn Frank, president of the University of Wisconsin, although David Lawrence, speaking in a similar vein Monday evening was devastating in his attacks upon those who now demand that governmental services be turned over to the leadership of industrial and financial leaders who were unable to keep their own houses in order.

"A sword hangs over education throughout the United States," said President Frank. "To prevent this sword from sinking to the vitals of the whole enterprise of education, builded of the blood and sacrifice of pioneers, will demand the utmost of statesmanlike co-operation between the leadership of school and the leadership of society. This sword that hangs over education is but sign and symbol of the peril that confronts all of the social and cultural enterprises of our common life in this phase of unprecedented depression through which we and the world are passing.

"I want to state, with the utmost brevity, just what this peril is and to define, if I can, the problem it puts alike to the leadership of school and to the leadership of society.

"The sword that hangs over education and the other social enterprises of government is the sword of imperative retrenchment, forged in the fires of an irrational depression. The peril lies not so much in the existence of the sword as in the way we wield it.

"That economy, drastic beyond anything we have been accustomed to think, is imperative in the conduct of local, state, and national affairs, no intelligent man will question.

"The very leadership that has done most to unbalance the nation's life is insisting that we balance the nation's budget by plunging a sword to the heart of all those scientific, social, and educational enterprises to which we can look to produce a leadership for the future that will be less inept, a leadership that might conceivably use this magnificent economy of ours to free the race from drudgery, poverty, and insecurity instead of letting it starve like Midas in the midst of plenty.

"I, for one, protest the current attempt to make socio-educational leadership the scapegoat for the sins of economic leadership.

"Unless this fact is kept clear we shall see an uninterrupted increase in a propaganda that will, with insulting scorn, brand even the most self-sacrificing public servants as greedy and grasping pay-rollers. This now popular propaganda, if persisted in, will divert men of capacity and self-respect from public service for a generation to come. And it will be our children who will pay the price of this diversion."

Professor William Bagley, in a vigorous attack on the progressive school of education, read a paper that did much to enliven an afternoon that was otherwise heavy with more or less tedious addresses. After blaming many of our modern ailments upon the proponents of individualism, he concluded his address by stating:—

"They cannot find words that are strong enough when it comes to condemning individualism in the body politic; yet for a generation they have taught that education should follow the

course dictated by the learner's individual interest. They protest against the profit motive in business and industry; but for a generation they have contended that every child should ask of every learning exercise: "What is there in it for me?" They protest against the sordidness of contemporary civilization when the only criterion of truth their basic philosophy has recognized is the test of narrow practicality, 'Will it work?'"

Commercial exhibits at the convention were exceptionally fine, and in spite of economic conditions were numerous. The large room in the basement of the auditorium offered an ideal arrangement for such displays, while a modern cafeteria on an adjacent floor made it possible for visitors to enter the building and remain under the same roof until the close of the evening program, and yet find worthwhile activities to engage their attention the entire time.

The annual banquet and dance sponsored by the Exhibitors Association on Tuesday evening proved one of the high lights of the convention. Retiring Athletic Coach A. Alonzo Stagg, of the Minneapolis school system, was presented with a beautiful loving-cup, and honored for having performed the greatest service in character building during the year.

Superintendent Carroll Reed of Minneapolis and the Minnesota Educational Association spared neither time nor pains in their efforts to see that every guest at the convention carried away only pleasant memories of the city. Their hospitality oozed from every corner, and did much to make the week-end an enjoyable one.

Paul C. Stetson, superintendent, Indianapolis, was elected president of the Department of Superintendence for the coming year.

And in closing it should be stated that no report of this great convention would be complete were it not to mention the prominent part taken by music. Three great musical events, programs by the St. Olaf Choir, by the Apollo Club of Minneapolis, and by the Minneapolis Symphony Orchestra assisted by the University of Minnesota Band, combined to make the week a notable one for lovers of fine music. Besides these three major programs, practically every session was opened with music provided by various school organizations until it became quite apparent, even to the least observant, that Minneapolis is a centre of good music.

Official reports at the convention stated that the attendance was in the neighborhood of about 4,000, a number not so large as some years, but with everything taken into consideration, sufficiently large to carry back to the four corners of the nation, the spirit of the week: "Stand up, Guards!"

The Pessimist Firefly

By SAM WALTER FOSS

A pessimist firefly sat on a weed
  In the dark of a moonless night;
With folded wings drooped over his breast
  He moped and he moaned for light.
"There is nothing but weeds on the earth," said he,
  "And there isn't a star in the sky;
And the best I can do in a world like this
  Is to sit on this weed and die;
    Yes, all that I need
    Is to sit on this weed,
  Just sit on this weed and die.

"There is naught but this miserable swamp beneath,
  And there isn't a star overhead."
"Then be your own star! Then be your own star!"
  An optimist firefly said.
"If you'll leap from your weed, and will open your wings
  And bravely fly afar,
You will find you will shine like a star yourself,
  You will be yourself a star;
    And the thing you need
    Is to leap from your weed
  And be yourself a star."

Then the pessimist firefly leaped from his weed
  And floated far and free;
And he found that he shone like a star himself,
  Like a living star was he.
And the optimist firefly followed and said:
  "Why sit on a weed and groan?
For the firefly, friend, who uses his wings
  Has plenty of light of his own;
    He has plenty of light
    For the darkest night,
  He has plenty of light of his own."

Ye firefly souls with your folded wings,
  Why sit with the weeds in the night?
Lift up your wings and illumine the dark
  With your own self-luminant light.
For darkness comes with the folded wings
  And shrouds the starless land;
But there's light enough for the darkest way,
  If you let your wings expand.
    There is plenty of light
    For the darkest night,
  If you let your wings expand.

—Quoted at Minneapolis by Dr. Joseph Rosier.

Grist from Many Thought-Mills

AT MINNEAPOLIS

Pioneer Virtues

By E. C. HARTWELL

Superintendent, Buffalo, New York

What we most need right now is a revived emphasis on the frontier virtues of independent thinking, courage of convictions, initiative and resourcefulness. Thousands of banks equipped with auditors and comptometers may close their doors, industrial plants with elaborate cost-accounting systems may go into bankruptcy, corporations with efficiency experts and production engineers may pass their dividends, but the school is expected to carry on. In such a situation the spiritual strength of the pioneer is too precious a heritage to be ignored. We can take full advantage of all that is really sound in genuine research and in improved business practice and still remember that statistics and red tape are poor substitutes for sincerity of convictions, independent thinking, and courageous defence of the purposes for which the schools were organized.

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"Gift of Folks"

By WILLIAM JOHN COOPER

U. S. Commissioner of Education

A few years ago Leonard Ayres was asked to enumerate those qualities which he thought were essential to leadership. He placed in his list one item which we keep uppermost. It is a quality called by the Spaniards "don de gentes." Literally translated this means "The gift of folks." Freely translated it means an ability to get along with people. It is a quality possessed in a high degree by those whom we term "politicians," for they require this ability more than do people in almost any other position. But the superintendent of schools in the ordinary American city requires it just as much as the politician does. A superintendent is not going to get very far in his own city and certainly will not advance to the superintendency in a larger city unless he has this ability to get on with those with whom he deals intimately. And he must get on fairly well with the average man. A like situation prevails for the college president.

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Balanced Thinking

By THOMAS W. GOSLING

Superintendent, Akron, Ohio

Every man in his own field is likely to exaggerate the importance of his own work, and to minimize the importance of the work of others. There is danger, for example, that city officials may magnify the importance of streets and sewers, and police and fire departments, and minimize the importance of the public schools. School administrators, on the other hand, in their zeal to maintain the school system on a high plane of excellence, may fail to recognize the fact that the total income of the city must be distributed equitably among the various departments. A co-operative and not a grasping attitude should characterize all departments of government. If the schools claim more than their just share of the total income, they will soon forfeit public respect and public support. On the other hand, if city officials claim an undue proportion of the total income, they likewise will prove their unworthiness of public confidence and public trust.

Educate the Public

By CHARLES H. JUDD

University of Chicago, Chicago

There is a form of adult education which school systems should provide in order to insure their own preservation. It is the education of the people with regard to the changes which are taking place in American schools and with regard to the reasons for these changes. The failure of schools in the past to make clear what they are attempting to do has led to some of the disastrous retrenchments which are being forced upon the educational system during the present economic stringency.

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Textbooks Vital

By B. R. BUCKINGHAM

Harvard University, Cambridge

The making of schoolbooks has improved vastly during the past twenty or twenty-five years. The textbook today is a better teaching instrument than it has ever been—free in treatment, less "textbookish."

In manufacturing, publishers are becoming more scientific as is instanced by the fact that certain publishers are supporting research concerning the type page.

Appropriate teaching materials are essential to realize educational ideas. No community committed to universal education can possibly command enough teachers of first-rate ability to realize its aspirations. There will always be need of instructional materials. Except through their use, we know of no other way to keep in sight of our frontier thinkers.

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Stop Drifting

By A. L. THRELKELD

Superintendent, Denver, Colorado

Traditionally schools existed

solely for the purpose of maintaining the status quo. Any teaching of new ideas would have been scholastic and social heresy. The schools functioned only in passing on accepted tradition, accepted sanctions, accepted solutions—in other words, indoctrinating the masses of children with the accepted ideas of their fathers and forefathers.

Teachers must prepare themselves for a new evaluation of school objectives. They must develop greater skill in teaching; they must become more capable students of social issues; they must take a more vital part in life than they have heretofore done if they are to make the social studies the core of the curriculum as they must be. Teachers must take their place in the middle of the current. They must cease to be content to float peacefully in outer eddies, where stagnation is always imminent, if they are to accept the new challenge of bringing education into its rightful role in social reconstruction. By following such a program, it is in the power of the schools to introduce into adult life, in the almost immediate future, millions of young people educated in the problems of social reconstruction.

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School Strategy

By GLENN FRANK

University of Wisconsin, Madison

I suggest three broad lines along which I think educators are obliged to move if they are to discharge their responsibility to the future of community, state, and nation.

(1) Educators should see to it that the teaching profession and the public are put in possession of all the pertinent facts about any short-sighted and anti-social forces that may be operating in an uncritical drive against educational expenditures.

This is not to say that educators should set themselves in opposition to sound economies. It is only to say that they must not permit, if they can prevent it, a blind assault on the enterprise of education by limited and anti-social interests bent upon taking advantage of the time to slash the heart out of education in the cold interest of their pocketbooks.

(2) Educators should meet an unfair propagandizing of the public with a wise education of the public in the actual facts of the situation.

Thousands upon thousands of honest Americans, who have always been the friends of education, have been bewildered by propagandists during the last few months. There is, make no mistake about it, an organized drive of national scope to cut educational support below anything that even this difficult time requires. If the bewildered friends of education are not enlightened, the propagandists will be able to get away with a high-handed scuttling of the educational ship, instead of buckling down to the unpopular task of fundamental governmental and economic readjustments which, in cutting costs, might reduce the supply of pork.

(3) Educators should meet the situation with offensive rather than merely defensive tactics.

I mean by this that now is the time of all times to go to the public with far-sighted educational programs the importance of which to the future of community, state, and nation can but be clear to sincere intelligence. To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all the central significance of a creative education in the life of a great people.

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Good Management

By N. L. ENGELHARDT

Professor of Education, Teachers College, Columbia University, New York City

Many school systems in the United States manage their business programs far better than most private corporations. It also appears to be true that public school business management is in most cities of the United States superior to the management practiced in other fields of governmental activity.

School buildings are usually built with better adaptation to the educational program and their ultimate utilization than are court houses, city halls, or public office buildings.

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Little to Measure

By FRANK N. FREEMAN

Professor of Educational Psychology, University of Chicago

Educational research is of three types; discovery, invention, and testing. They should be carried on in this order: Discovery leads to fundamental facts and principles, invention puts the knowledge that we secure from discovery to practical use, and testing evaluates our inventions. Testing is, therefore, useful chiefly after discovery and invention have been carried on. In our educational research we have reversed the order and the emphasis. We have perfected measurement to a high degree, but we have not had very much to measure.

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Canceling Insurance

By LOTUS D. COFFMAN

President, University of Minnesota, Minneapolis

Hitherto we have regarded the schools of America as her best insurance, now we are canceling this insurance for the youth of the country, or we are weakening its value by selling the schools to the lowest bidder and depriving the children of professionally-minded teachers.

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The Teacher's Part

By JOHN DEWEY

Professor Emeritus of Philosophy, Columbia University, New York City

One of the first steps to be taken practically in effecting a closer connection of education with actual social responsi-

bilities is for teachers to assert themselves more directly about educational affairs and about the organization and conduct of the schools: assert themselves, I mean, both in the internal conduct of the schools by introducing a greater amount of teacher responsibility in administration, and outside in relation to the public and the community. The present dictation of policies for the schools by bankers and other outside pecuniary groups is more than harmful to the cause of education. It is also a pathetic and tragic commentary on the lack of social power possessed by the teaching profession. Teachers will not do much for the general settlement of social problems, outside of the indirect influence of academic discussion, until they have asserted themselves by taking an active share in the settlement of the educational problems which most directly concern teachers in their own local communities. Begin at home is again the lesson to be learned.

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Teacher Supply

By PAUL C. STETSON

Superintendent, Indianapolis, Indiana

Stringent requirements should be made for admission to teacher training schools which would reduce by at least two-thirds the number of applicants accepted. Strict regulations relative to the graduation of students should be put into effect which would materially reduce the number of graduates. This sort of control is effectively operated now by the better legal and medical schools.

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What Studies

By ORLIE M. CLEM

Professor of Secondary Education, Teachers College, Syracuse University, New York

When principals were asked what subjects they would add to the curriculum, if unrestricted, the most important ones were in the following fields: agriculture, guidance, home economics, commercial, music. This fact is of tremendous significance in these times when "depression attacks" are made on so-called non-academic fads and frills. When principals were asked what subjects they would eliminate, the most important ones were in the fields of language and mathematics.

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Individualism Fails

By WILLIAM C. BAGLEY

Teachers College, Columbia University, New York City

Today the Progressives are shocked to look out on American society well nigh wrecked on the rocks of individualism. But do they look back on their own teachings over the past two decades? Twenty years ago it was I who was declaiming against the evils of an excessive individualism. Just twenty years ago in addressing this Department at the Philadelphia meeting I warned of the dangers in an educational theory that even then threatened to compound rather than correct these evils—a theory that even then, as I have proved by duly documented evidence, was softening the fibre of American education. I have repeated the warning at intervals ever since. I have been both pitied by my friends and condemned by my enemies for persisting in this attitude, and whatever professional reputation I may once have had has dwindled with every reference that I have made to this problem. But even though my profession may persist in the pleasant pastime of chasing butterflies I still maintain that I would rather be right than progressive.

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A Guidance Set-Up

By CHARLES F. TOWNE

Assistant Superintendent, Providence, Rhode Island

A good organization of guidance in a large school can be made by selecting six teachers with the right qualifications. Each one should be placed in charge of the pupils of a grade. He remains in charge of the individuals of this group as they progress through the school. He makes personnel researches on each one, gives individual attention to each through counsel, and meets them all in class divisions twice a week throughout their school career. Through these activities the guidance department accumulates recorded facts that are of inestimable value in supervision.

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Still True

By CHARLES A. LEE

State Superintendent of Public Instruction, Jefferson City, Missouri

More than one hundred years ago John Adams said: "The whole people must take upon themselves the education of the whole people, and must be willing to bear the expense of it." If this statement was true one hundred years ago, when practically all wealth was tangible and paid its just, proportionate share of the cost of all phases of government, how much truer it is today in our highly complex, organized society.

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The New Demand

By CLYDE R. MILLER

Director of Educational Service, Teachers College, Columbia University, New York City

Not since the days of Horace Mann has there been so much need in America for improved education. Not since his generation has there been so great a need for interpreting the defects and accomplishments of our schools. Never, in our history, has it been so necessary for our people to understand the social order—its inequalities, its imperfections and its inspiring possibilities.

There never will be a Utopia, but only the confirmed pessimist or the utterly unenlightened dares to say that the disaster which is upon us cannot yield to intelligence and courage.

Our elementary schools cannot reconstruct society. That is not

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

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342 Madison Ave., New York, N. Y.

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their task. But had our universities these past twenty years been teaching realistically about politics and economics, it is conceivable that we could have adapted ourselves to the new machine age with less stress and less suffering. We are today the victims of an economic system which has outlived its usefulness.

Every university in America today should be studying what is called "the depression." It is ridiculous to assert that every few years our people must suffer hunger and want because business goes up and down, as it was to assume, a few generations ago, that epidemic diseases were the plagues of God and must continue because God willed it so.

As research and scholarship in medicine eliminated small-pox and typhoid, so research and scholarship in the social sciences can end these wholly unnecessary cycles of depression. But they cannot do so without intelligent interpretation of that research and scholarship to the whole public. The university must be responsible for that interpretation.

The university must chart the course of the future. To no little extent it has been a retarding influence in the past. It can be a saving influence in the days to come.

From it must come not only the intelligence but also the courage, the unselfishness and the leadership needed to build the America of tomorrow. The university must have a major part in building these bridges over which our whole people may move forward to a better society than our world has known.

THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

The Significance of Change

FRANKLIN D. ROOSEVELT is a new type of President. He represents a new element in American life.

The economic cataclysm which has overtaken the United States has not produced Franklin D. Roosevelt, but it has elevated him to a new plateau of prominence and authority.

Change was in the air and change came. The nation now anxiously awaits the result. Will the overwhelming confidence given to Mr. Roosevelt by the electorate be justified? Or does his selection mean only a gesture on the part of the American people towards a change in American politics which seems natural and inevitable every so often?

The pendulum of political preferment swings back and forth. What significance in improved economic conditions does the present change bring? Under an extraordinary grant of dictatorial powers by Congress the new President may reorganize departments, consolidate, redistribute, or discontinue present types of governmental agencies. He must continue the functions of the major activities represented by Cabinet memberships, but the changes may be so drastic as to make our Federal Government unrecognizable as we have come to know it with all its checks and counter-checks against dictatorial authority in the executive division. Governmental employees will be discharged, Bureau chiefs will be released, departmental appropriations will be slashed—but what of the outcome? Will the new employees appointed be more successful than the ones displaced? Will the new bureau organizations be more economical than those abolished? Will the entire change be beneficial to the general welfare and happiness of the American people?

It would almost seem as if the "spoils system" is one of the chief weaknesses of a democratic form of government. More needed than a change of personnel or organization perhaps is a changed viewpoint and an altered opinion of the rights of the individual in terms of community responsibility and general co-operative effort.

Question.—What significance has the inauguration of Franklin D. Roosevelt for the School Executive?

Answer—Mr. Roosevelt's election represents the spirit of change in American politics. For the school executive it means that the local community wants an attempt made to reorganize educational activities on a more economical basis. It does not mean that necessarily there must be a change in personnel locally.

Question—In what manner may the school executive put into practice the lesson so apparent from the changes which have come about in the national issues?

Answer—First of all, the school executive needs to be fully conscious that such a change actually has occurred. In the second place, he must reorganize his own departmental arrangements, redistribute duties, consolidate separate activities, curtail extras, and in general convince the local public as President Roosevelt must convince the national public that something worth while actually is being done to meet the present economic crisis.

"After all, there is an element in the readjustment of our financial system more important than currency, more important than gold, and that is the confidence of the people. Confidence and courage are the essentials of success in carrying out our plan. You people must have faith. You must not be stampeded by rumors or guesses. Let us unite in banishing fear. We have provided the machinery to restore our financial system. It is up to you to support and make it work. It is your problem no less than it is mine. Together we cannot fail."

—President Franklin D. Roosevelt.

BOOK TABLE

THE ROAD TO LATIN. A First-year Latin Book. By Helen M. Chesnutt, Martha W. Olivenbaum and Nellie P. Rosebaugh. Edited by E. B. de Sauze. Cloth. 544 pages. Chicago, Philadelphia, Atlanta, San Francisco, Dallas: The John C. Winston Company.

"The Road to Latin" has been built by three women — each of whom should receive at once an honorary degree in engineering. For it is a road worthy of the old Romans themselves, so direct to its goal, so solidly paved, so free from bumps. A group of engineers less competent might have put down an equally smooth surface on a weak foundation — a road which would lead the learner to a superficial skill in reading without mastery of principles. No such error of construction is found in this sturdy highway.

The road is filled with every-day life. The traveler meets men and women, boys and girls, horses and chariots, all in action. He visits cities, views temples, statues, villas; examines coins, paintings, furnishings; listens to stories; grows familiar with the language of the ancient Romans, its rules and inflections, its similarities with English and its differences.

Abundantly illustrated, in black and colors, printed in clear type, this text in first-year Latin is modern in the best sense of the word. It presents a practical approach to the reading of Latin authors. Latin has been so long taught and has been the subject of so many different textbooks that improvements in introductory manuals are not so easily produced as they once were. Here seems to be a text representing a real advance in its field.

"The Road to Latin" is designed to provide three semesters of work for junior high schools, or two semesters for senior high schools — leaving in each case some five chapters at the end for subsequent study. The entire work is divided into fifty units or lessons, each requiring three to five days' study.

THE EVOLVING COMMON SCHOOL. By Henry C. Morrison, professor of education, University of Chicago. Cloth. 62 pages. The Inglis Lecture, 1933. Cambridge: Harvard University Press.

To view the general trends of education in the United States during three centuries, and to compress it all within the limits of a single not-too-lengthy lecture, must have been a challenging task to Dr. Morrison. This lecture, delivered on the Inglis Foundation at Harvard University, is now available in a snug little volume, fit for the pocket first, and later the library.

Dr. Morrison draws particular attention to the tendency of schools to become discontinuous. The pupil passes from one institution to another and another; each standardized, each demanding so many years for so much credit. He believes that the need of economy is going to join with other forces to cause a return to greater unification, with the cutting away of some subjects not essential to a well-rounded, socially helpful education.

Another of the author's conclusions, strongly supported by argument, is that the scope of secondary education really reaches from a point at which the rudimentary knowledges and skills have been learned to the midway point of the present four-year college — the youth in this whole period being unable to study without rather close guidance.

As to whether organized communities will assume the duty of providing for every young person the opportunity for an education such as the present high school does not give—and how the existing four-year colleges will fare in the new era — Dr. Morrison offers interesting if not too confident predictions.

THE GEOGRAPHIC FACTOR: ITS ROLE IN LIFE AND CIVILIZATION. By Ray H. Whitbeck and Olive J. Thomas, department of Geography, University of Wisconsin. Cloth. 422 pages. New York, London: The Century Company.

How much the geographic factor has to do with shaping the characters and habits of men will always be debatable. But that this factor does exercise an influence must be universally admitted.

The book which Professor Whitbeck and Miss Thomas have contributed to The Century Earth Science Series is no exaggerated or dogmatic thesis for geographic determinism. It is, however, an orderly and easily understandable treatise on the varieties of human development in relation to geographic environment.

It is interesting to see certain races and tribes that have, as it were, lain down and let geography walk over them, and other races that have taken the geographic factor by the throat and wrestled with it gloriously. After all, the determining factor is the particular response made by human beings to the conditions which earth, air and sky have spread around them, that writes the drama of any given group of individuals.

A study of "The Geographic Factor" should place in the hands of the student a key to vast new stores of understanding. No general education can be regarded as complete without some thought along this line.

THE BEGINNINGS OF TOMORROW. An Introduction to the Sociology of the Great Society. By Herbert A. Miller, formerly professor of Sociology, Ohio State University. Cloth. 310 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Just as today had its roots in yesterday, so tomorrow will have had its roots in today. By examining yesterday and today we may at least discover some possibilities of tomorrow.

Dr. Miller's book, "The Beginnings of Tomorrow" marks a worthy addition to the Heath Social Relations Series, more than a dozen titles of which are either in print or in preparation by recognized authorities and teachers.

The volume here reviewed is described by its author as one that takes a telescopic rather than a microscopic view of man's relationships and movements.

Dr. Miller evidently has a gift for looking with understanding eye upon the social trends of large areas — India, China or Russia, for example. He discusses with dispassionate fairness the conflicting forces which are at work in such portions of the globe.

Inability to judge the future by the past was cited by the poet Homer as the very essence of stupidity. There is less excuse today than ever before for neglecting to push aside the curtains of the future; for vastly more and better mechanical apparatus for moving those curtains is at hand today than at any previous time in the world's history.

Whether any specified foreshadowing of events by Dr. Miller chances to be right or wrong, one fact is certain: the intelligent study of this book will enable one to watch world events with awakened interest and more than average enlightenment as to "what it is about."

Books Received

"Administration of the Testing Program." By Woody and Sangren. Yonkers, N. Y.: World Book Company.

"La Belle Nivernaise et Autres Contes." By Daudet. Edited by Allee. New York City: American Book Company.

"Teaching Nutrition to Boys and Girls." By Rose. New York City: The Macmillan Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Carnegie Fund Head Suggests Emergency Be Squarely Met

NEW YORK.—A broad basis by which educational institutions can effect economies in budgets and expenditures without damaging the quality or quantity of their intellectual facilities, is laid down by Dr. Henry Suzzallo, president of the Carnegie Foundation for the Advancement of Teaching, in the twenty-seventh annual report of the foundation.

Dr. Suzzallo says the chief way out of the difficulties in which universities, colleges and schools now find themselves is not through seeking more money and endowments, but by economy in expenditures, the most important of which should be to postpone construction of new buildings and improvements on old ones, and other capital outlays. "Moreover, one way to save in the next annual budget is to eliminate or postpone all less urgent activities; the other is to see that the urgent or indispensable intellectual services are performed in a less costly way."

It is the firm belief of Dr. Suzzallo that through judicious, though enforced, economy educational institutions will be improved. He suggests the more effective distribution of services among higher educational institutions; reduction of the number of major lines of study by making the first two college years basal for all students, requiring a larger number of comprehensive courses, substituting fields of concentration for departmental specializations, and providing fewer elective courses, and offering them less often; and through reducing the number of sessions, using more techniques, and increasing the size of classes wherever the subject or teaching technique permits.

State Teacher Salaries Exempt

WASHINGTON.—Even though a part of the salary of a teacher in a state school is paid out of funds contributed by the Federal government, the teacher is an employe of the state, and his entire salary is exempt from Federal income taxes, the Bureau of Internal Revenue has ruled.

NEW EDUCATIONAL SET-UP FORMING

Dr. Charles H. Judd Predicts Cut to 12 Years in Elementary and Secondary Training

CHICAGO.—A "new scheme of education," actually in process of formation, will wipe out the familiar eight-year and four-year American schools, and replace them with new types of school units so that the time passed in getting the kind of education now furnished by the elementary and secondary schools and colleges can be cut down to twelve instead of sixteen years is the prediction made by Dr. Charles H. Judd, director of the School of Education at the University of Chicago, in a monograph published under the auspices of President Hoover's Research Committee on Social Trends.

He discusses in the monograph not only the changes that are taking place in the educational world, but those that are likely to occur as the result of the continuance of present trends in the school system.

The school system which Dr. Judd foresees would retain the primary division, or the first three grades of the elementary school as it is now organized, possibly preceded in better-conditioned communities by a nursery school or kindergarten unit.

Following the primary will be a three-unit school devoted to reading, arithmetic, geography and certain other subjects "designed to introduce the pupil to the world, outside his immediate environment." Thus, the first six school years are accounted for.

At about twelve years of age the pupils will pass into a new type of high school, according to Dr. Judd's hypothetical forecast. This new secondary school probably will consist of two divisions, an upper and a lower, as contrasted with the present-day secondary school, which includes the junior high school, the senior high school and the junior college, whose combined courses ordinarily require eight years to complete.

A considerable part of the monograph is devoted to discussing the demand appearing in some quarters for a return to the meagre education furnished in earlier years, which has arisen during the present depression. Dr. Judd not only combats the agitation for a curtailment of the educational expansion as a violation of "children's rights," but he holds that the public will not take such a backward step.

Picture Writing Is Suggested as Unifying Force

VIENNA. — The renaissance of hieroglyphics is the aim of Dr. Otto Neurath, director of the Museum of Economics and Sociology at Vienna—an institution with branches at Prague, Berlin and Amsterdam, and one in process of establishment at London.

Dr. Neurath heads a movement for the production of "pictorial statistics" and for general education by a systematic pictorial method.

"Whatever can be shown in a picture," he explained, "should not be said in words. At the same time no more should be put in a picture than needs to be said. Simplification of presentation is very important."

Language divides mankind, but pictures bring people together, is one of Dr. Neurath's maxims. Another is that long tracts and dissertations — the only means of recording and transmitting facts or knowledge today — actually delay the process known as education. Some even haven't the time to read long books; others refuse to take the time, and accordingly many are ignorant of things they ought to know.

Dr. Neurath holds that these facts can be transmitted in pictorial form, and that with just a glance at a picture a whole story or a whole collection of facts can be conveyed to and stored away in the memory, quickly and with no effort.

EDUCATION IN RUSSIA

Professor Tells About Child Life in the Soviet

CAMBRIDGE, Mass. — Russian children mature early in thought and responsibility, while children in this country are shouting at their games, but the young Russians are tense and over-wrought as a result of the extreme pressure that bears in upon them, insisting that on them depends the success of the Soviet, recently declared Philip E. Mosely, of Harvard University, in discussing "Modern Education in Russia."

"Education remains the key to Soviet success or failure," Mr. Mosely said. "Their economic plans can be fulfilled only if a sufficient number of skilled and semi-skilled people are trained to carry on the work. The school has been a powerful means of changing Soviet life. As among immigrants in this country, the children carry new ideas from the school into their houses, and try aggressively to change the habits and psychology of their elders.

"Russian school children are taught from the very beginning to regard life as a place of grim struggle," Mr. Mosely concluded. "They are taught to believe that they must complete the work of building socialism in Russia. They are ill at ease in amusing themselves. The proportion of neurosis is high among them because of the tension of the struggle between the ideal set and actual life."

Mr. Mosely went to Russia nearly two years ago, where he was engaged in historical research for Harvard University.

Spy System Disrupts Maryland College

CHESTERTOWN, Md.—The entire student council of Washington College resigned recently, and a reorganization of the institution's honor system was announced as an aftermath of a controversy between the council and members of the student body. Undergraduates expressed dissatisfaction with the personnel of the council, and with what they termed "the spy system," under which matriculating students have been pledged to report any violations of rules on the part of their school mates. Secret meetings of the student body, it was reported at the college, have been held for several months in protest against interpretation of the honor code which held students duty-bound to report all violations of rules, whether on or off the campus. Under the interpretation put into effect by vote of the students, the council will be obligated to investigate any breach of conduct perpetrated at any place, but students at large will be required to report only such violations as are detected in the classrooms, such as cheating.

Smith Students Again Pick Teaching as Vocation

NORTHAMPTON, Mass.—Teaching is again the most popular vocation among seniors at Smith College. Mrs. Marjory P. Nield, of the personnel department, said that for the first time in ten years seniors are more eager to take teaching positions than to go into business. The choice of business as a vocation reached its highest peak in 1929, when thirty-six per cent. of the graduating class wanted commercial jobs, and only twenty-two per cent. sought educational work. One explanation for the increased number electing education, according to Mrs. Nield, is that schools were not affected as soon as business by the depression, while another reason, she said, is the apprenticeship opportunities held out by a group of schools which offer an especially attractive program to the modern young woman.

Grammatical Error Brings 3 Police Cars

NEW YORK.—That a grammatical error may have alarming consequences was indicated recently when three police radio cars and six other policemen hurried to an address on West Fifty-sixth street, and caused a crowd to collect in response to a telephone call from Mrs. Nettie Soumacchi, forty years old, in which she said "There is a robber here." Police learned from the excited woman that her friend, Mrs. Anna Cucchi, who lives next door, had just returned home after three days' absence to find her husband's overcoat stolen. She had run to Mrs. Soumacchi, and then Mrs. Soumacchi had mixed up her tenses. The police departed.

Boy Excels, Yet Has Bullet in Brain

PITTSBURGH, Pa.—The bullet which lodged in twelve-year-old Robert Egan's brain eight years ago does not interfere with his progress in school.

The boy took second honors in his class recently when he was promoted from 5-B grade to 5-A. Physicians decided not to remove the bullet after the boy was hit by a stray shot fired at a robber by a policeman. Although partially paralyzed at first, within two years he had fully recovered from the wound.

PHYSICAL TRAINING

Hungary's Health Built On New Course

BUDAPEST, Hungary.—A system of physical education, made compulsory by national law, which was inaugurated following the World War, is beginning to show results in Hungary. The plan, requiring every one in the country to take part in physical activities from early childhood to maturity, with the expressed purpose of building a healthy nation, has been developed. The physical training movement is drawing leaders and teachers from a national school in the capital, where important work is being accomplished with the modest expenditures available in an impoverished land. This institution is the Royal College of Physical Education, whose director, Dr. Imre Szukovathy, is known in his chosen field in America and Europe.

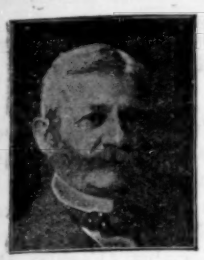
With a supply of qualified leaders assured through this college, Hungary is seeking to build up the strength and health of its citizens in general in early youth. Even in the kindergarten "health habits" are "played" by the children under supervision of nurses specially trained for this work, while frequent local health contests stimulate the public's interest.

As a matter of school discipline, absence of pupils from gymnastics is "considered equivalent to absence from other studies," although it is declared that sports must not interfere with school work.

Teachers of gymnastics must attend post-graduate courses at least once in every five years. Youths eligible to physical education must be registered in all communities every year.

Two Million Illiterates Are Listed in Germany

BERLIN. — Educators and officials are puzzled over determining the number of people in the Reich who cannot read and write. "They total 2,000,000," says the City of Berlin. "Practically," counters the Reich's statistics office, "there are no illiterates." Apparently the difficulty arises over the manner of computing the figures. Berlin statisticians list 2.9 per cent. of the nation's population as illiterate. The Reich's statistics officials reply that the only way to attain such a total is to count all children less than six years of age who haven't yet gone to school. They admit that there are some 270 districts containing fewer than the ten children required for the establishment of a school. But they contend that illiteracy is limited to one person in a thousand, largely in the immigrants classification — so few that the Reich itself issues no statistical compilation.



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Latin Urged As International Tongue

ROME.—Latin enthusiasts in Rome have launched a five-point program to popularize the ancient tongue as an international language. Their present hopes are limited to bringing it into use for intellectual pursuits. Any idea of introducing it into the household, they admit, would be utopian. The Institute of Roman Studies is sponsoring the movement. Professor Carlo Galassi Paluzzi, its director, has announced the following steps: (1) International congresses and conferences will be asked to publish their minutes and official statements in Latin; (2) contact will be established with interested groups in all countries, to coordinate the movement; (3) contests will be held periodically for the best examples of written and spoken Latin; (4) experts will be entrusted with compilation of lexicons containing the Latin translation of peculiar phrases; (5) all countries will be requested to encourage wider teaching of the language in schools and universities.

Pupil Accidents Reported Fewer

NEW YORK.—During the academic year 1931-1932 accidents to school children numbered 9.4 per 100,000 student-days, and each accident resulted in an average of 3.6 days lost from classrooms, according to the National Safety Council. In the two preceding years the frequency was 10.3, and the average loss 3.0 days. Thus, it is pointed out, during the last full school year there were fewer accidents, but on the average they were somewhat more serious. The highest frequency of accidents was found to come in the fifth and sixth grades. The lowest frequency was in the kindergarten and first grade. In the four months, September to December, inclusive, of the current school year the frequency of accidents has averaged 11.2 and the seriousness 3.4 days. This high frequency, according to the council, was caused largely by football accidents, "which will have much less influence on the rate for the entire school year." The council adds that the importance of safety teaching in schools is indicated by the fact that among children five to fourteen years of age accidents cause more than twice as many deaths as any disease, and among children fifteen to nineteen years of age the accident death rate is exceeded only by that of tuberculosis.

Minimum Essentials Of Education Sought

CLEVELAND, O.—An attempt to find, through a national fact-finding committee, the "minimum essentials of education," was planned here for the National Education Association's Department of Superintendence. The committee would collect data to show both the immediate and permanent effect of economic conditions on educational institutions. The aims of the proposed fact-finding committee, which were to be recommended to the department convention in Minneapolis, were outlined by S. D. Shankland, executive secretary, following a two-day committee meeting at which the recommendation was determined upon. "The committee," said Shankland, "favors an attempt to organize a program with the support of all citizens in arousing interest in the welfare of children so that conditions growing out of the depression will not deny the present generation at least a reasonable education. It concluded that the determination of what kind of education should be offered and what groups of school children should be permitted to attend schools are matters which should be determined by the nation's citizens as a whole." Toward this end, a tentative program for discovering the minimum of education was formulated. It calls for a determination of "what retrenchments in teaching have been made during the depression, and what are the basic issues of the minimum of education," as well as a sounding-out of public opinion through a "study of editorials, magazine articles and addresses."

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SHIFTS COLLEGE STUDY TO THE HIGH SCHOOLS

BATON ROUGE, La. — College courses are being shifted to high schools in Louisiana to assist the high school graduates who are unable to find jobs, and who lack the money to attend universities. The general extension division of Louisiana State University has announced a plan whereby graduates of high schools are enrolled at their local high schools by the principals for college work. Courses in botany, dairying, livestock, farm poultry, languages, mathematics, history and many other subjects are offered. The lesson assignment is sent regularly to each student, and as each assignment is completed, it is returned to the university for grading.

The work is similar to that of the regular freshman class of the university.

Limits Our Tongue To 250,000 Words

COLUMBIA, Mo.—There are 250,000 words in the English language, approximately three times as many as in any other tongue, Professor Robert L. Ramsey, of the University of Missouri, asserts. This total challenges those recently estimated by Dr. Frank H. Vizetelly, with 1,000,000 words, and Harold Wentworth, with two to three millions. "After adding in all the obsolete and alien words," Professor Ramsey states, "we reach a total of something like 250,000, and 250,000, it seems to me, is the only legitimate and authoritative total to cite as the number of words in the English language. Over 50,000 of these are obsolete. English should be roughly three times as wealthy in words as other languages, for its curious history has made its vocabulary to no small degree an amalgamation of three wealthy languages, Anglo-Saxon, French and Latin. But there is no occasion for exaggerating our advantages to the point of absurdity."

Ten Outstanding Educators of Country

MINNEAPOLIS, Minn. — A commission of the Department of Superintendence of the National Education Association recently named ten persons it considered outstanding in the development of American education. Living leaders were not considered. They were: William T. Harris, who helped establish in St. Louis the first permanent public kindergarten; Thomas H. Gallaudet, founder of the first school for the deaf, Hartford, Conn.; Horace Mann, pioneer in behalf of universal education; Emma Hart Willard, leader in behalf of advanced education for women; Henry Barnard, earlier organizer of state public schools; Francis W. Parker, exponent of democracy in the school; James M. Greenwood, leader in city school administration, Kansas City, Mo., superintendent forty years; Booker T. Washington, negro, whom it called the "leader of his race"; William H. Maxwell, first superintendent of schools for Greater New York, and Charles W. Eliot, president of Harvard for forty years.

Financial Difficulties Close Many Rural Schools

WASHINGTON.—More than 8,000 rural schools in the United States are estimated to have been compelled to close their doors in 1932 because of economic conditions, W. H. Gaumnitz, senior specialist in rural education at the Federal Office of Education, has announced. This estimate, Mr. Gaumnitz explained, is based upon a study made by the Office of Education from reports by more than 1,000 rural superintendents covering nearly 70,000 schools and 157,000 teachers. In 187 counties, 1,851 elementary schools were closed in 1932, according to reports of the superintendents. One hundred and eleven superintendents stated that 1,560 elementary schools would not have sufficient funds to stay open this year as planned. Most of the communities reporting their inability to support schools represent isolated cases. Chiefly these communities are in the Western states in areas of sparse population. Data disclose, however, that the economic depression has taken considerable toll from the amount of education made available to children living in rural communities.

New Manners In the Colleges

PROVIDENCE, R. I.—"Gentlemanliness is an increasing virtue on our campus, decency has come back into good form, and good taste becomes an essential quality," a Brown Daily Herald editorial writer notes. He finds the "jazz-age collegian" a passed institution, and rejoices: "All this is as it should be. The brash, ill-mannered, over-conscientious individual who dominated the scene during the prosperity era, and by his frantic attempts to be in the limelight convinced his public that all college men were boors, has departed from the scene. In his place arises a new type, broader, worthier, and more fitting to the institution that claims him. Believe it or not, collegiate rah-rahism is rapidly dying. We no longer force ourselves to bow to the god of wine and the goddess of passion; we respect their attractions, but keep them in their places. Rudeness is no longer the cult; good taste will not condone so inane a creed."

SCHOOLS IN GERMANY

"Worldly" Teaching Barred By Hitler Minister

BERLIN.—Foreshadowing the dissolution of all "worldly" schools throughout Prussia, an incident unprecedented in German educational life occurred when Bernhard Rust, the new National Socialist (Fascist) Minister of Education of Prussia, abruptly dismissed from office the headmaster of a high school — Dr. Fritz Karsen, Socialist leader of the Karl Marx School in Berlin.

Alhough an "indefinite leave of absence" was ostensibly granted to the head of this institution, which is run along the most modern pedagogical lines, it was decreed by Rust that all worldly schools in his realm (meaning elementary schools which substitute ethical teaching for compulsory religious instruction) shall be dissolved with the expiration of the current term. At the same time Dr. Karsen's permit to lecture at Berlin University on foreign schools was withdrawn.

It is officially stated that Dr. Karsen's dismissal was ordered "in appreciation of reproaches made for a long time against the spirit and construction" of the school. Along with him there have been dismissed the Socialist vice-chairman, Dr. Koenig, of the supreme school board of Brandenburg Province; Dr. Israel, a socialist, and Dr. Kummerow, supervisors of the high schools and elementary schools, respectively, of Brandenburg.

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Junior High Students Portray Music Rhythm

CHICAGO. — Chicago junior high school students are getting lots out of their music these days — even elephants. This was revealed recently when a reporter visited the Parker Junior High School to view, among other things, the paintings executed by the pupils. "That's fine rhythm you have there," exclaimed Principal R. O. Witcraft to the instructor, Miss Bessie Webber, as he pointed to a painting hanging on the wall. "Yes," she replied, "it is a lovely rhythm. They got it from music." The reporter was astonished, until Miss Webber explained that a phonograph record is played for the children who are asked to put the rhythm into a drawing. Asked what the drawings mean, she said: "We don't know. The children don't know. The idea is to have them explore in a new experience. They do not have any certain technique. They discover their own. We try never to have them make designs just to be making them. They should apply them to something — a waste basket, a book cover, a bowl, bookends. This boy applied his to a book cover. He first put down his rhythm, and then he picked an elephant out of it. In his first sketch you couldn't see the elephant. But he found it. And now see what he's done with the elephant." And there it was — on the book cover.

50 Educators Demand Federal Aid to Schools

NEW YORK. — The general retrenchment policy forced upon education by economic conditions calls for Federal aid if the "life of the nation is not to be menaced by a lack of educational opportunity," according to a program adopted by fifty eastern educators after a conference at Teachers College of Columbia University, and announced by Dr. William F. Russell, dean of Teachers College. The report emphasizes the importance of free public education in the growth of the nation, and points out that many small communities find themselves unable to continue their educational programs without damaging economies. "Emergency loans to the states for the maintenance of their systems of public education are just as certainly necessary as is the extension of credit to railroads, to banks, and to agriculture," the report reads. "A lack of educational opportunity in any state is a menace to the life of the nation." The report condemns the elimination of health service and physical training, art and music classes and night schools, and urges that more provision be made for caring for adults thrown out of work entirely or in part.

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Grins Between Grinds

Opportunity

Mark Twain told a lady who was ill that he had cured himself of a similar trouble. Asked how, he said: "I quit smoking, drinking and gambling." To her protest that she did none of these, he replied: "Then you have no capital to work on."

• •

Dangerous Diet

A colored mammy was much concerned because her small son was eating so much sugar cane.

"Yo hear me, George Washington," she shouted to him, "yo' gwine die efen yo' doan stop eatin' dat cane. 'Member what you read in de Good Book, 'Cain killed Abel'?"

• •

Smiling Through

Some folks smile in the night time,
Some folks smile in the dawn,
But the man worthwhile is the man who can smile
When his two front teeth are gone.

• •

Almost Alight

Mrs. Newlywed was very much distressed. Her husband had caught a bad cold and, fearing flu, his wife decided to take his temperature. This she found to be rather dangerous and so she phoned the doctor.

"Hello, doctor!" she said. "Could you come and see my husband at once? His temperature frightens me."

"What is the temperature?" asked the medical man.

"One hundred and thirty-eight," returned the woman.

"Well, I am sorry," answered the other, "but the case is beyond my skill, you'd better send for the fire brigade!"

• •

Meaning What?

Ministers' wives, as everybody knows, have a difficult lot in life, and a particular lady's lot so roused the sympathy of a friend that she remarked: "There ought to be a special place in heaven for ministers' wives." "Perhaps you're right," responded the minister's wife, "but I should rather go with my husband."

• •

Closely Related

A small boy was asked to write an essay in as few words as possible on two of life's greatest problems. He wrote: "Twins."